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ABSTRACT

Suggestions of roles and responsibilities are presented in this booklet designed for counselors in the implementation of career education. The first section deals with the role of the counselor and is presented in the form of a group discussion. (Participants in the discussion are counselors from elementary schools, middle schools, and high schools representing various districts in the state of South Carolina). Included in this discussion is a list of suggested topics for group activities for guidance counselors to use in career evaluation. The next section outlines suggested learner objectives to be attained under seven elements involved in career education: self-knowledge, decision-making skills, career awareness, economic awareness, educational awareness, attitudes and appreciation, and social awareness. The last section lists the names and addresses of sources of career guidance materials. (JH)

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A COUNSELOR'S GUIDE
TO
CAREER EDUCATION

South Carolina Department of Education

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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South Carolina Department of Education
Office of Vocational Education
Career Education Section
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The major responsibility for the assimilation of the content of this booklet was assumed by Mattie Gay Kissiah, Consultant, Student Personnel and Guidance

PREFACE

This booklet is designed to assist the counselor who is interested in the implementation of career education. Suggestions of role and responsibilities are presented, based on those recommendations voiced by South Carolina's counselors who have participated in career education pilot projects.

If properly executed, the concept of career education promises to provide support for the bridge to relevancy between education and work – a task educators have long sought but have yet to achieve totally. It can afford certain gains not only in the cognitive area of skill (academic and technical) development but also in the affective area of attitude and values formation. The concept calls for a comprehensive system that is sensitive to the needs of each individual in identifying his/her realistic interests, aptitudes and aspirations. Career education, this fusion of the academic and workaday worlds, has surfaced because of the needs emanating from the post-industrial generation that is information-rich but, in the majority of instances, experience-poor.

The South Carolina Department of Education solicits the interest and support of all facets of the educational community in the infusion into the existing curricula of the tenets inherent in this career education effort. Reactions and recommendations are invited and welcomed.

M. Ellen Tollison
State Consultant
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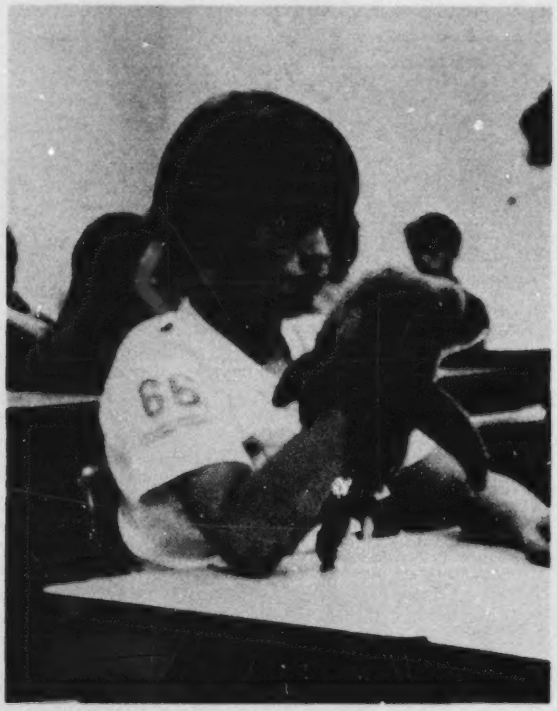
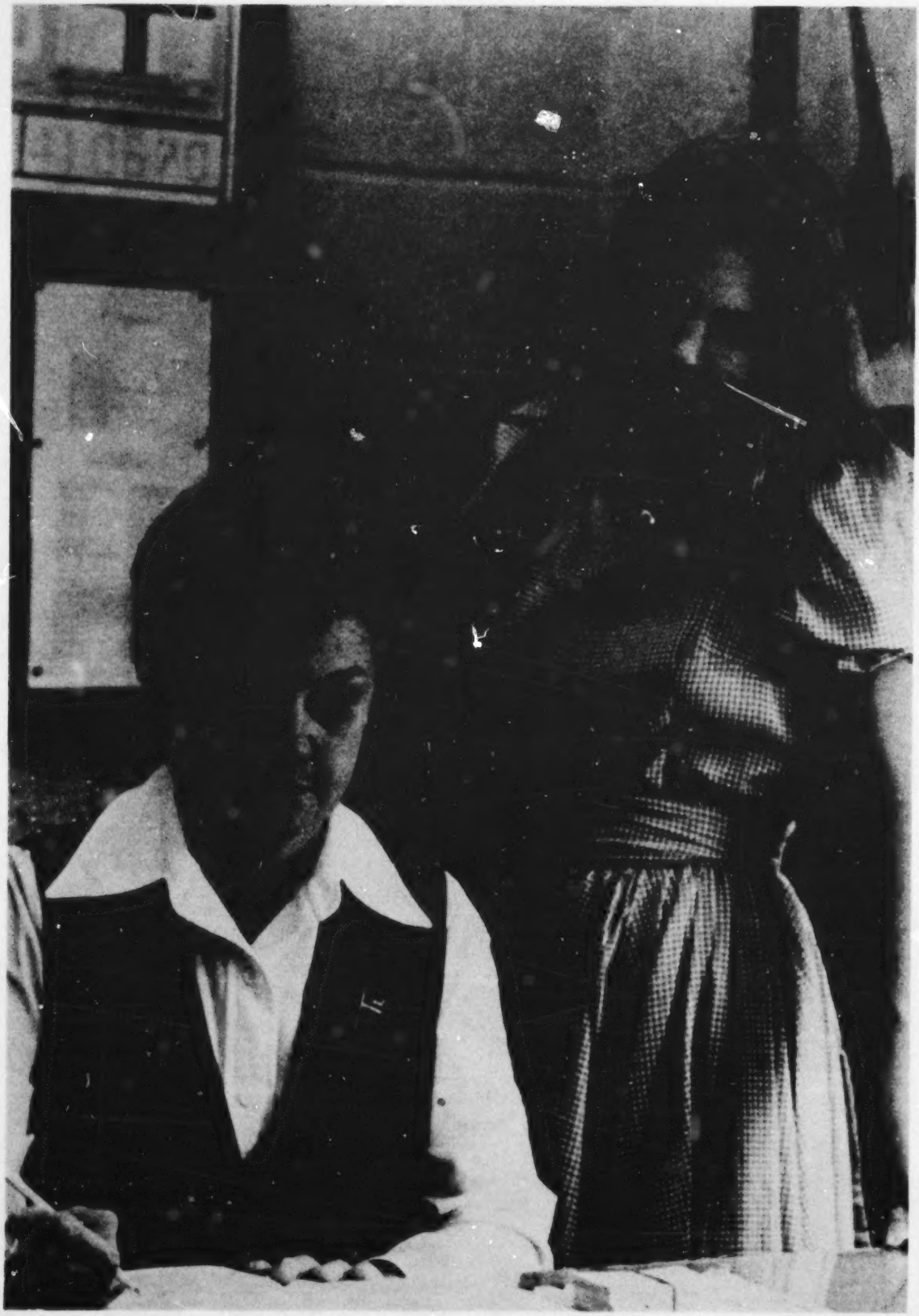




INTRODUCTION

This manual has been prepared to acquaint guidance counselors in the state of South Carolina with prevailing ideas concerning their role in the area of career education. Much of the material presented was gathered from counselors across the state who have had varying degrees of involvement in career education programs. While the manual does not seek to be comprehensive in its discussion of either the counselor's role or the implementation of that role, it will hopefully provide a basis for consideration and action on the part of guidance personnel who are seeking to become a vital part of career education efforts in their schools.

ROLE OF COUNSELOR

The following ideas concerning the role of the counselor in career education are presented in the form of a group discussion. Participants in the discussion are counselors from elementary schools, middle schools and high schools, representing various districts in the state of South Carolina. In response to a call for implementation of career education programs, these counselors have gathered to discuss their personal opinions related to the topic and have as their goal to work together towards solutions of problems that are aired.

The leader of the group is one of the counselors who has agreed to serve as a facilitator. After initial introduction, he states the topic to be discussed and then follows with some comments of his own.

L: I don't know about the rest of you, but I really feel that this topic is a particularly important one as it relates to how we see ourselves functioning as counselors in the years to come. As you are probably already aware, career education is receiving increasing emphasis in our schools and it seems to me that our role as counselors may be in the need of reassessment. I know that I have many questions just about how I, as a guidance counselor, fit into this total program of career education in my school and I feel that you probably do too.

S: Well, I'll start off by saying that I, too, have questions just about how I am to participate in this particular area in my school; but I was wondering if, before we begin this discussion, we could review some of the basic concepts of career education.

L: I think that is a good idea. Would anyone in the group like to share his/her perceptions of what career education is?

M: I'll be willing to try. Just last winter I attended a district workshop led by a career education coordinator and while I don't consider myself to be an authority, I feel that I understand some of the basic concepts. I guess that first of all, it's important to realize that career education is a concept that is meant to be implemented in all of the educational programs that an individual participates in. That is, it is not limited to the specific area of guidance in vocational choice. So often, it seems, that when we hear the word "career" we automatically think of "what a person does when he is through with his education." While in a sense this is true, it is a limited approach to take. Career education, on the other hand, is seen as an ongoing process, beginning at the elementary level and continuing throughout a person's educational experiences. It is concerned with the total person and how this person can best achieve his potential through participating in and contributing to the world around him. The concept of "work" is seen, not always as activity that is salaried, but as involvement in any type of productive activity. Just to show that there are many aspects of career education, we discussed at the workshop seven basic elements involved in this process. They are self-knowledge, decision-making, career awareness, economic awareness, educational awareness, attitudes and appreciation and social awareness. In each of these areas there are many concepts that, if a person becomes familiar with, will facilitate greatly in his adaptation to the world of work. The goal of career education programs, as I understand it, is to have all of these elements infused into the students' curriculum. For example, a classroom teacher who is preparing a lesson dealing with a foreign country, could certainly infuse the concepts of attitudes and appreciation as it relates to students who perhaps do not have a proper understanding of other cultures. As you can imagine, the opportunities of implementing these concepts are limitless once an educator begins to see the worth attached to them. Now, granted this is a sketchy introduction to career education, but perhaps it can serve as a basis for our discussion here today. Any comments?

R: I think M, that your comments will serve well to get us started. I know, that while I haven't attended any workshops, I have read of career education activities in other states and have talked with other educators about the concepts. One point, though, that I wanted to raise is why is career education seen as such a new emphasis? I mean, haven't we been concerned about students' self-awareness before now? Also, haven't guidance counselors and teachers for years been providing students with information concerning careers and helping them learn to make decisions on their own? What exactly is so new about these concepts?

M: Well, R, speaking from personal experience, I think that my reactions were similar to yours at first; however, I began to see that, while the concepts as stated separately, do not represent anything distinctly new, when implemented as a unified approach with certain particular goals in mind, the perspective changes entirely.

D: I can see what you mean. I've been a

secondary guidance counselor for six years now and while as a part of my duties I have dispensed pamphlets to students pertaining to career choices, I did not see myself as operating within a total framework with specific goals in mind. I really think that the concepts inherent in career education have a lot to offer students by aiding in the identification of many of their needs and offering a systematic approach to meet them.

L: Right. And I think what I hear some of you saying is that many of the aspects of career education have always been of concern to us as counselors; however, now we find ourselves operating within a different structure and the time has come for us to develop an understanding of it and learn just how we fit in. So, with this as a basis, what are some of your perceptions as counselors as to what you understand your role to be? Why don't we allow for some time now for you to present to the group your thoughts and then we can discuss each one further.

S: My understanding of career education and the role that I am to play in it is based on the idea that if what we are seeking is to have these seven concepts infused into the curriculum, then the major person to do this is the classroom teacher. I, in turn, as the guidance counselor would actually serve most adequately as a resource person for that classroom teacher – a person to whom he/she could come to for ideas or when he/she needed help gathering materials to use.

M: I think that what you're saying is what I adhere to also; however, I would go one step further by saying that I do not see myself only as a person to whom the classroom teacher would come but instead I would take the initiative and go to the classroom teacher and work directly as a curriculum consultant with him/her. I could attend teacher planning sessions and work with and help supply the teacher with ideas or materials as he/she needed them.

R: Well, I am with you two to a certain degree. I see myself as the counselor in a consultant role; however, I do not feel that working with the curriculum is a major responsibility of a counselor. Now, I don't mean that I wouldn't make myself available if a teacher asked me for help in gathering materials or in helping arrange for outside speakers or field trips, but I really see myself more involved in a collaborative effort with teachers, administrators, parents and other community people to coordinate the extremely wide range of resources that can aid in implementing career education concepts. I feel that, in other words, I am not the one best qualified to help a teacher structure his/her curriculum; I can, however, help him/her with ideas and present the challenge of career education to him/her perhaps through the use of inservice workshops.

L: You seem to feel, R, that teachers may, in effect, feel intruded upon if you take on a major curriculum consultant role.

R: Yes, that's it. There are many things that I can do as a counselor to help with curriculum changes, but I do not feel that I should take it upon myself to be the teacher's consultant as to his presentation of subject matter. Maybe this will explain it better. I can present career education concepts to teachers and then, once they are acquainted with them, they are the ones directly responsible for the use or non-use of them, and what they need then is not someone to be in so much on the actual planning but on the preparation for planning, i.e., the coordinating of resources. And if I spend my time, say, working with the librarian to set up a career education resource file, then I feel that I can benefit more teachers, as well as students than by taking time to assist teachers directly in planning their classroom presentations. I don't know if that makes it any clearer or not. For instance, I may not even see myself totally as a resource person, but rather as a person who can, in some cases, direct teachers as to where they can go to obtain the information they need.

D: I think I understand what you are saying, R. And I think you touched on a point that I wanted to bring out. As you mentioned, it is not our responsibility as counselors to see that career education is implemented in our schools; we can present the ideas and can follow through with additional help when asked; however, it is my opinion that the principal is the one who must originally provide the backing for career education. If he/she does not relate to teachers that these concepts are to be implemented, then in my opinion, the counselor will not be able to achieve anything singlehandedly.

L: It seems like the group definitely agrees with your statement, D. Thus far, it seems as though we are stating several important ideas. Why don't I list on the board some of the things we have mentioned and then we can continue our discussion.

1. Counselor role viewed as curriculum

consultant to teacher.

2. Counselor role viewed as promoter of ideas of career education through such activities as inservice workshops.

3. Counselor role defined as a major coordinator of resources (working collaboratively with teachers, librarians, administrators, community people, etc.). Counselor not the person with all the knowledge but a person who has access to many sources of information.

4. Counselor's role dependent on stance of his/her principal.

L: Now, does that seem to cover some of the major points so far? What about the rest of you – would you like to add anything?

H: One thing that seems important to me is our role in group guidance and/or counseling. I think that in these areas, we all have some expertise and we should definitely add this to the list. These areas of career education that we have mentioned, such as self-awareness and understanding, attitudes and appreciation and decision-making, certainly would be good subject matter for group sessions either in or out of the classroom and led by teachers or by us as counselors. Last year, I worked with teachers on some of the basic principles of group dynamics and we really seemed to have some successful results in working with our middle school people. For example, one idea that I feel is useful would be the setting up of special groups for students with similar career interests. We as counselors would then have a chance to work with students directly in helping them develop better decision-making skills.

K: I know that I would feel comfortable doing activities such as you mentioned because it really keeps in touch with the students.

P: Yes, that's what I see a need for too, and it seems more and more that my activities are directed towards working with teachers or with major tasks such as scheduling, keeping permanent records and handling strictly disciplinary problems. Sometimes I feel out of touch with the "average" student. While I see my involvement in career education as continuing to work with people other than students, it allows for more possible activities with a wider range of students. Of course, my efforts at helping students are often better directed through assisting teachers because I can reach more students that way, but I still feel that I should remain in touch with students themselves.

L: And you seem to feel that a career education program can bring you to an even closer touch with more students.

P: Yes, I am really hoping it will.

L: Why don't we add this idea to our list?

5. Counselor's role seen as an assistant to teacher in leading groups and developing groups of his/her own.

L: I think that we have touched on some key ideas in what our role should be. I was wondering now if we could get down to some practicalities of how we do it. It is obvious to many of us, I know, that our time is taken up by such a variety of activities that we really have to plan carefully to make the most efficient use of it. So what do you feel might be the best approach to take in implementing our role in career education?

W: I really think that perhaps the most important activity that I could do first of all would be to prepare a needs assessment questionnaire for teachers. In this way, I could learn from teachers exactly what their needs were in implementing career education and what they expected of me. By proceeding in this manner, it would save me a great deal of time that I might otherwise spend involved in activities that I designed which might not be useful.

P: Yes, and you might discuss with the principal exactly what his expectations were, too.

W: Right. I really think this is the best way to go. I feel that teachers will appreciate this approach, rather than if we inform them first of all what our plans are.

L: So, you feel that it is important to kind of "scope out" the situation before we proceed?

Nods of agreement.

L: And, once we know what is expected of us, then it seems as though we will be able to participate more adequately in a career education program.

B: I would like to ask the group for some further help. Now I realize that becoming aware of the resources available to teachers and to us as counselors will basically be a matter of consulting with librarians and other educators in our schools and in our district and state offices; however, I was wondering if we could talk over some actual ideas that we ourselves have implemented in our schools, if you think that would be helpful.

L: It seems as though that is a good idea. Why don't we take some time now to prepare a list of activities that would serve as a reference for us and other interested counselors.

The group proceeds and the following list of ideas is composed:

1. Present an inservice workshop for your school staff in which you will present the basic concepts of career education. It is important that the workshop be considered as an administrative functioning of the school and not just as a function of the counseling staff. This activity, in providing the counselor with the initial contact with teachers, would hopefully serve well in establishing the counselor as an important reference figure in the career education program in the school. You may wish to make your presentations over a longer period of time, perhaps at a series of faculty meetings.

2. Work with librarian to set up a resource file from which teachers can learn where to obtain materials and/or ideas. May also wish to prepare a resource booklet to distribute to individual teachers.

3. Work with interested staff to prepare a career and educational information center which would be available to both teachers and students. The center could also serve as a place for individual and/or group counseling.

4. Conduct group counseling sessions for students with specific interests and/or needs (may ask for referrals from classroom teachers or may enlist students voluntarily).

5. Provide training for teachers who wish to implement various group guidance and/or counseling techniques in the classroom. This could be done as a part of the inservice training of the staff or during other special sessions.

6. Supply teachers with a list of community people (be sure to include parents) who would be willing to come speak to students concerning their careers. The Chamber of Commerce might be a good place to start. You may also wish to have students take home a questionnaire to be completed by their parents in order to determine those who would be willing to participate in your program.

7. Arrange and coordinate field trips for classes.

8. Work with principal and teachers to set up mini-courses representing various career areas and allow students to choose the courses they wish to attend.

9. Develop an independent study program for students in which they will work on or off campus for possible credit in a setting of their choice.

10. Teach a course in which career education concepts will be explored.

11. Set up a job placement file of available opportunities in the community (may wish to use a bulletin board).

12. Conduct sessions on how to apply for a job.

13. Set up a job internship program within the school where students make formal applications for positions such as teacher aides or lab assistants.

14. Conduct a Career Fair in which occupations can be previewed by students. Arrange to have as many occupational clusters as possible represented.

15. Have an Employer Day in which people from the surrounding community come in to interview seniors who will be entering the job market upon graduation.

16. Arrange for students to visit various work settings of their choice in the community.

17. Survey students to determine specific needs related to career education and then present results to staff for ideas of how to best meet these needs.

18. Develop a committee of interested parents, teachers and other staff who would be willing to work with you in planning programs, developing resource materials, etc.

19. Present new materials or ideas to teachers at faculty meetings.

L: I think that this list really keys in on some important directions that we can look towards in furthering career education concepts in our schools. Are there any comments from the rest of you?

B: I am really glad that we have had this discussion. I realize that I can't possibly do all of these things at one time but I can assess the situation in my school and start with a few of these ideas that seem to be needed the most. I was wondering, though, since many of our interests are in the area of group counseling and/or guidance, if we could list some actual ideas that could be used in small groups in or out of the classroom. Do the rest of you think that this would be helpful?

L: Since most of you seem to agree, why don't we start a list now.

Suggested Topics for Group Activities for Guidance Counselors to use in Career Evaluation

1. Have students develop a resume or data sheet listing the major things about themselves that they believe might be of interest to an employer.

2. Discuss self-concept and the exploration of personal characteristics on a depersonalized non-threatening basis.

3. Discuss what has influenced who you are today. Examples are family, travel, extra-curricula activities; list others.

4. Role-play or dramatize a "This is Your Life" program.

5. Have students make drawings or self-portraits and ask:
   a. How do you see yourself?
   b. What traits or skills do you have that you like?
   c. What traits or skills would you like to develop?

6. Role-play some value conflict situations, i.e.,
   a. within the individual
   b. between workers
   c. between the worker and the organization

7. Discuss: "How would you define success: What values and specific goals are implied by your definition? e.g., power, fame, contentment, money."

8. Debate: "Interests are more important than abilities in choosing electives or jobs."

9. Ask students to list occupations they reject as a way of revealing interests.

10. Have students keep a personal diary of their activities for one week. Have them note likes and dislikes and discuss in small groups the relationships to tentative career choice.

11. Debate whether a job is an expression of your personality or whether the job tends to create a certain type of personality.

12. Develop a free association exercise in which occupations are named and talents or skills that come to mind are described.

13. Have students interview older people, such as grandparents, concerning their views of hard work; compare with views held by younger people.

14. Role-play some stereotyped work roles and the implied role conflicts, e.g., commission sales workers.

15. In small groups have students analyze themselves and verbalize ways in which they can contribute to a task.

16. Role-play situations illustrating weak and strong commitments to a task.

17. Use puzzles, games, and exercises to illustrate the decision-making process.

18. Discuss: "There is only one occupation which is best for any one individual."

19. Discuss the kinds of decision people of varying age groups must make: 5-year olds, 10-year olds, 18-year olds, 25-year olds, 40-year olds, 65-year olds.

20. Ask students to explain three decisions that they will have to make before choosing a career.

21. Role-play and video tape simulated employment interviews which illustrate various personal characteristics that can show up in an interview; for example, appearance, manners, mannerisms, speech.

22. Dramatize (or role-play) several occupations represented by parents of class members or workers whom students might observe in the community.

23. Develop skits portraying ineffective workers.

24. Ask students to make lists of activities that they define as work, play, and

creative leisure. Discuss differences and similarities.

25. Structure a role-playing situation of a student as a grandmother, mother, and herself in the future. Emphasize the changing historical role of women.

26. Ask boys and girls to make lists of women's work and men's work. Discuss and compare the lists.

L: I guess we could continue for a long time listing ideas, but hopefully these few topics can serve as a stimulus for us. How are the rest of you feeling about our session here today? Has it been profitable for you?

S: I would like to say that it certainly has challenged me to look more closely at the needs of students and teachers alike. While I don't think I can become an instant career education specialist and/or resource person, I do feel that I at least know where to begin.

W: I think that for me the exciting aspect of career education is that it seems to bring about a unity to our educational system. I don't feel so much like I'm functioning as a separate entity in my school. I like the idea of working with teachers and administrators in furthering the concepts of self-awareness and understanding, decision-making, etc. It seems to me that with specific goals in mind, all of us in education will become more useful to the students we serve.

L: It seems to me that we have all obtained something from this session that may be useful in the defining of our role in career education and also in the working out of that role through actual activities. Before you leave, I have a couple of handouts to give you that might be useful. The first is a presentation of ideas related to the seven areas we mentioned earlier. I believe that this will help in providing you with added information concerning the basics of Career Education as well as supplying you with ideas that you could expand on for your use or for teacher use. The second handout is a very brief list of sources you can write to for information concerning materials and ideas related to career education. It is in no way comprehensive, but hopefully it can serve you in some way. Perhaps in a few months we can meet again to relate our experiences and share with each other more ideas that we can implement as part of our role in career education. Until then – good luck.

ELEMENTS INVOLVED IN CAREER EDUCATION
LEARNER OBJECTIVES

The South Carolina Department of Education Career Education staff has outlined suggested learner objectives to be attained under each of these seven designated elements: self-knowledge, decision-making skills, career awareness, economic awareness, educational awareness, attitudes and appreciation, social awareness. Certainly these objectives must be molded to accommodate individual school district characteristics; however, they do provide a base for implementation plans.

The following charts depict the seven basic elements with the lists of suggested learner objectives.

SELF–KNOWLEDGE

To understand that everyone is responsible for his/her own actions.

To feel the dignity of self on an individual basis as well as in groups.

To be aware of individual capabilities and limitations.

To develop a realistic self-perception of individual abilities as they relate to career choice.

To develop self-confidence in the pursuit of an anticipated career choice.

To know that every individual can learn to perform adequately and can contribute to a variety of situations.

To understand that individuals differ in their abilities, attitudes, and aspirations.

To become able to achieve an innate personal satisfaction from work. (The job may be school.)

To know that the need for security causes many workers to keep the jobs they have.

To realize that if work allows a person to exercise his/her positive self-concept and meet his/her needs, then his/her performance will increase.

To understand that one could continually reassess one's attitudes and interests (i.e., values) in relationship to his/her present or anticipated lifestyle.

To recognize the vital importance of each family member.

To help match an individual's abilities and interests with the skills and process needed in the world of work.

To learn that the individual must be adaptable in a changing society.

DECISION–MAKING

To be able to cope with the consequences of personal decisions.

To recognize that all decisions made have a cause and an effect.

To be competent in the verbal and written analysis of alternatives.

To know and practice the components of the decision-making process:

(1) Identify problem or situation
(2) Consider alternatives
(3) Consider consequences of alternatives
(4) Select the best alternative
(5) Implement the best alternative
(6) Evaluate the results

To be able to solve school-related problems.

To apply the decision-making process to home and social problems.

To apply the decision-making process to the study and selection of careers.

To learn to reevaluate a prior decision when new information is available.

To understand that career development requires sequential series of choices.

To know that training or pursuing a career choice helps develop who a student really is.

To know that a tentative career choice should be based on attitudes, values, and interests and to know that this choice requires in-depth study.

To be knowledgeable about the flexibility of career education.

To recognize and accept others' decisions.

To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.).

To possess self-knowledge when making realistic life choices.

CAREER AWARENESS

To know the jobs of home members and school personnel.

To relate home and school jobs to community functions.

To know the jobs necessary to maintain the community.

To compare and contrast local jobs to national and international jobs.

To understand the relationship between attitudes and values and different careers.

To know that work organizations are human organizations.

To realize that because of labor market demand some people must take jobs that are available rather than being able to choose their vocations.

To recognize that an individual may be suited for numerous occupations.

To know that much of one's total life routine is organized around the work one does.

To realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation, and social prestige.

To know that vocational choice is determined by social, individual, and economic factors, each of which may independently influence an individual.

To realize that geographical location determines the kinds of work found therein.

To understand that in our culture a person's preference of work (not necessarily his/her actual employment) indicates much about him/her that is significant.

To comprehend that school is a job.

To realize that hobbies and interests may lead to a vocation.

ECONOMIC AWARENESS

To identify within the home unit what is available, needed, wanted, luxury.

To understand the system of exchange of goods and services.

To understand the difference between the money exchange system and the barter system.

To comprehend the United States monetary system.

To understand the process of and relationship between production and distribution of goods and service.

To understand the law of supply and demand as a determinant in occupational choice.

To develop the concept of financial management (i.e., earning, spending, borrowing, saving).

To comprehend the tools of business (e.g., to be able to read and interpret tables, graphs, and charts used as a consumer).

To recognize the financial and legal tools that govern and protect the worker.

To apply knowledge of economic responsibilities to career decisions.

To understand the economic implications brought about when a career decision is made.

To know that most people spend their lives serving or in the service of others.

To take notice that a major reason most people work is money. ("Economic Security" is often found to take first place in job satisfaction studies.) Certainly, however, variety of activity and a chance to employ an individual's particular talents or skills also weigh heavily in the satisfaction a job affords.

To realize that when needed jobs are in short supply, the pay is higher. (These workers can charge directly for their services.)

To recognize that work is a way of winning economic independence.

To understand that some workers produce goods while others produce services.

To be alert to the fact that technological progress changes, eliminates, and creates work.

To comprehend certain basic principles of the economy like capitalism, supply and demand, taxes, and money exchange.

EDUCATIONAL AWARENESS

To know that school is a job which requires certain basic skills for success.

To realize that workers need some kind of special training and knowledge for most jobs.

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

To understand that specialized skills lead to interdependency of jobs.

To know that tentative educational plans must be formulated in order to arrive at a certain goal.

To learn that human relations skills (e.g., communication) are as necessary as computational skills.

To recognize that there are many training channels directed toward job entry.

To acquire the basic skills and habits found in the working world.

To understand that knowledge or skills which are transferable will facilitate retraining.

ATTITUDES AND APPRECIATIONS

To understand the importance of each individual in the function of the home/family unit as well as the school or social setting.

To recognize the vital importance of a cooperative spirit.

To learn to analyze working roles according to advantages and disadvantages.

To understand the relationship between occupations and their changes.

To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs).

To understand the need to make a meaningful career choice. (Individuals are responsible for their career planning and personal values related to life choices.)

To know that the ability to perceive the environment affects one's attitudes toward work.

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings).

To realize that work affords different rewards to individuals (e.g., monetary or personal).

SOCIAL AWARENESS

To understand the need for cooperation in the completion of tasks.

To be able to accept criticism and direction.

To assume responsibility.

To understand the approach needed to resolve personal conflict between one's individual goals and group goals.

To relate the similarity between the order and structure of a school environment to society at large.

To know that work is a means of developing social relationships (i.e., acquiring social status and prestige).

To understand that personal relationships with fellow workers are important to job satisfaction.

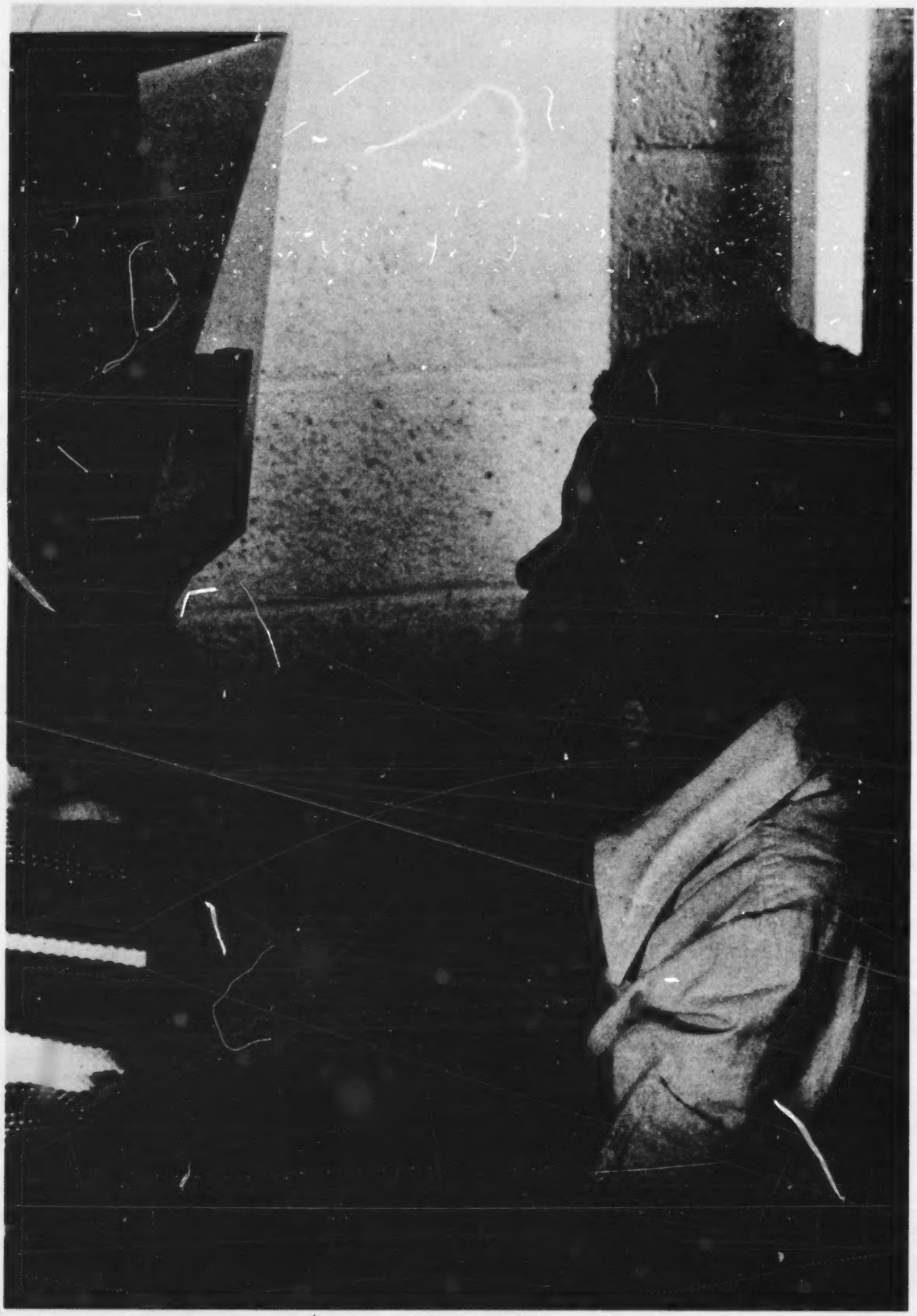
To realize that an individual's work affects his/her standard of living (i.e., his/her total life-style).

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

To understand that all jobs are dependent upon other jobs.

To realize that society is dependent upon the work of many people.

To know that society provides rewards for work.



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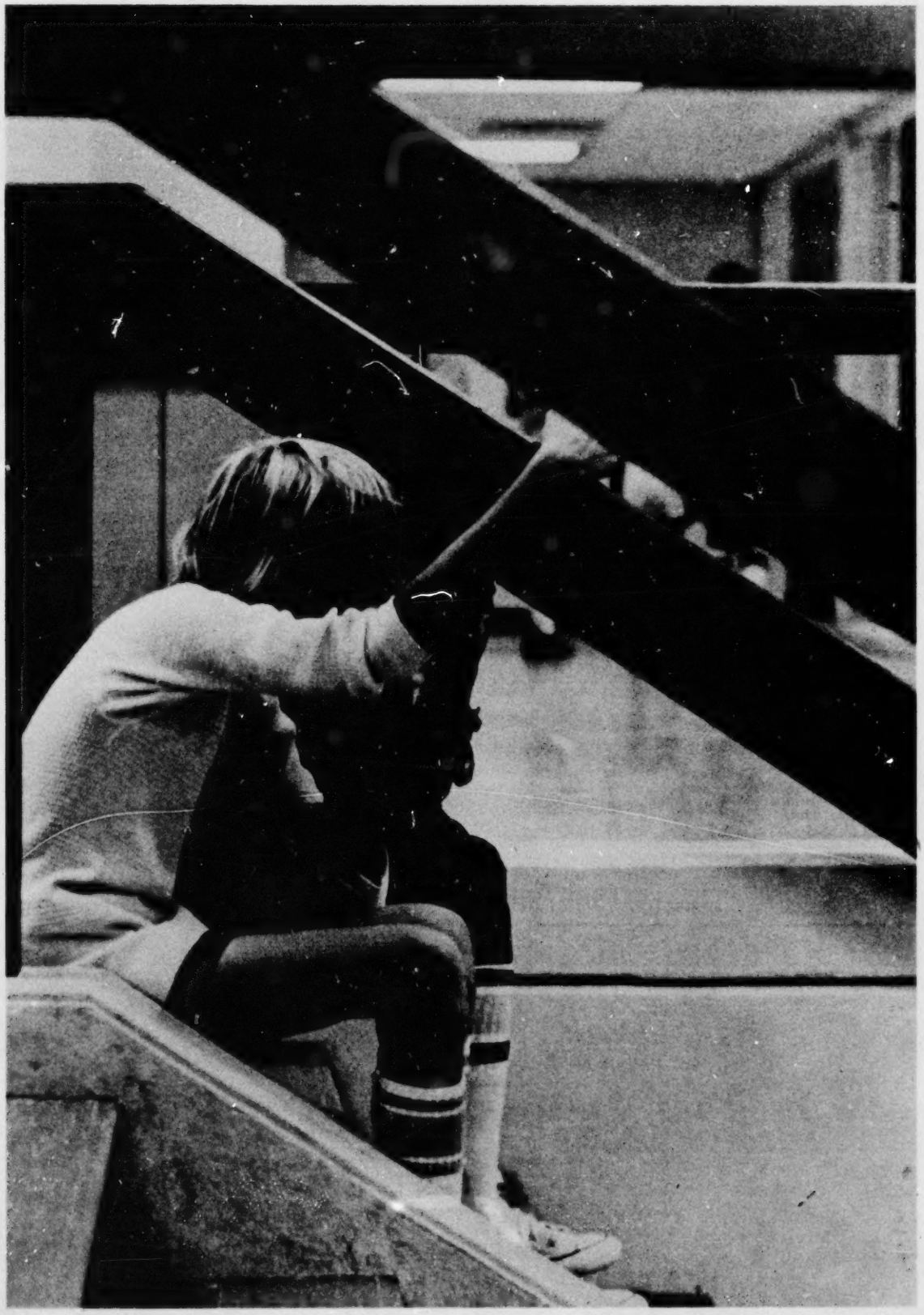

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